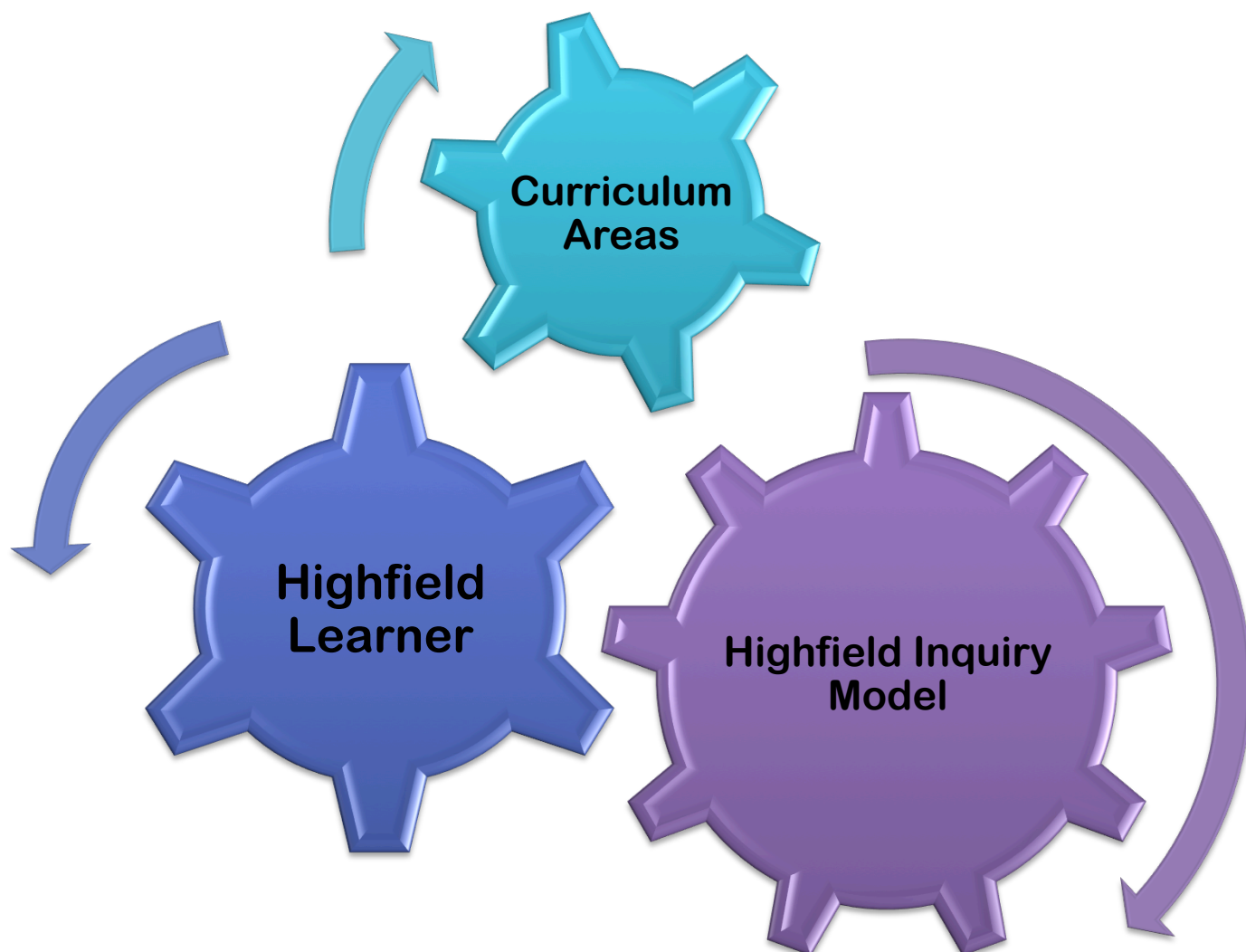


Inquiry



At Highfield School we believe we should be active engaged, connected learners.

Inquiry

- * Is motivating
- * is child centred
- * is learning transferrable skills
- * is needs based
- * is relevant

The content of our integrated inquiries will primarily connect with Science, Social Studies, Arts, Health & PE and Technology. These areas tend to describe what students will come to understand about the 'way the world works.' Most inquiries will identify one main 'host' area that drives essential content.

Maths, English and Languages should be intergrated into the topic where fit.

Assessment of inquiry is focussed on the key skills being taught from the Inquiry model. The key elements of the Highfield Learner could also be assessed as best fits.

Highfield School Inquiry Model



I

inquiry learning is an approach that provides learners opportunities to actively develop skills that enable them to locate, gather, analyse, critique and apply information in a wide range of contexts. as they develop understanding.

We have developed five stages. They swirl towards the middle point to show that there is no set progression, rather the students use the various skills at each stage as needed.

Not all inquiry needs to be in a formal setting. Students can use the skills in simple, everyday classroom experiences.



Skills Taught	Verbs	Tools to Support
Expressing thoughts and ideas	Explore	Postbox
	Sensing	Question setting
Being curious	Appreciating	Question addition
	Viewing	Think - pair – share
	Questioning	Snowballing of Ideas
	Enjoying	Speech bubbles or captioning
	Identifying	Brainstorming
		Mind mapping
		Structured overviews
		Webbing of ideas
		Concept mapping
		Jigsaw
		I spy
		Picture barriers
		Picture disclosure
		Picture dictation
		Dominoes
		Matching Pairs
		Newspaper cutting display
		Matching questions to answers



Skills Taught	Verbs	Tools to Support
Identifying keywords	Questioning	Experts and guest speakers
Asking open / closed questions	Listing	Timelines
	Brainstorming	Interpreting art or architecture
Being open-minded	Discussing	Responding to artefacts
	Preparing	Interviewing and surveying
	Wondering	Labelling of parts
		Silent Video
		Information seeking
		Reciprocal or shared reading
		Matching pictures to text
		Pictures walks and comparisons
		Reading tables and graphs
		Identifying ideas
		Summarising
		Interpreting/making maps
		Text investigation
		Visits
		Case studies
		KWL Charts
		T Chart
		Concept Map



Skills Taught

Planning an investigation

Locating information

Synthesizing ideas

Time and self management

Verbs

Researching

Interviewing

Notetaking

Analyzing

Clasifying

Organizing

Inferiing

Comparing

Tools to Support

Extended PCQ

Venn Diagram

Graphic organisers: venn diagram, structured overview, flow charts, T-charts, consequences wheels, task cards, Charts, fish bones, pyramids, cause and effects charts, retrieval charts, decision making charts and timelines.

Thinking strategies: think – pair - share, 6 thinking hats, values continuum and P.M.I

Grouping and Labelling

Categorising, sequencing, ranking and concept mapping

Picture analysis or a representation graphing

A discovery table or a museum simulation activity



Communication skills

Using appropriate language

Sharing by explaining

Verbs

Expressing

Sharing

Building

Formulating

Solving

Designing

Performing

Using

Tools to Support

Videos

Slideshow

Tournament Organiser

Flow Chart

Class discussion/ debate

Panel Discussion/ soapbox

Visual presentation: Diorama, poster, phone board, model, video, timeline, front page, OHT's, Brochure, Learning Centre, Mural, text less book, advertisement.

Graphic Presentation/ ICT written presentation: letter, report, paragraph, essay, sequenced story or account, magazine or newspaper article, web-site page. Use audio-visual equipment to present findings.

Mime/ Role-play findings

Oral presentation: report, T.V. Interview or news item, introduce a guest speaker or expert, oral history presentation, present a campaign.

Perform a play, musical or rap

Puppet play

Act as a tour guide – take audience on a planned excursion

Lead audience through a game, simulation or activity.



Skills Taught	Verbs	Tools to Support
Justifying their position or products	Assessing	Extended PCQ
	Reviewing	KWL Chart
Seek ideas for improvement	Critiquing	Marking rubric
	Evaluating	Learning Intentions
Ability to self and peer assess	Concluding	SWOT Analysis
	Justifying	Conference with teacher
	Judging	Six thinking hats
		Self-questioning
		Reflection/evaluation in a learning journal
		P.M.I. Strengths and weaknesses of the process and findings
		Create a mind map
		Rank yourself on a continuum
		Represent feeling pictorially
		Recommend further question and investigation
		Accept feedback from others
		Students choose work to put in profiles
		Record goals for future skill development